

CASTLE HEIGHTS MIDDLE

2382 Firetower Rd.
Rock Hill, South Carolina 29730

GRADES 6-8 Middle School

ENROLLMENT 877 Students

PRINCIPAL Kelly Kane 803-981-1400

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Mr. Bob Norwood 803-981-1000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	22	8	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 24 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

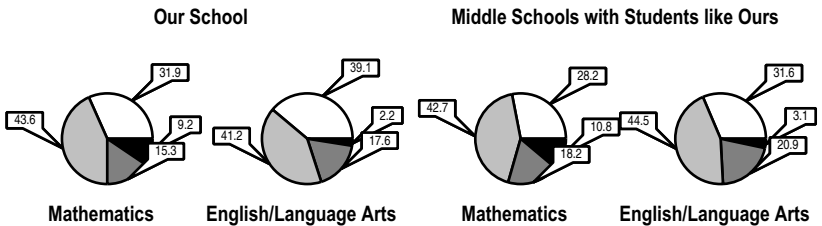
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

89.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	876	98.1	38.0	41.1	17.9	2.9	29.1	Yes	Yes
Gender									
Male	433	97.5	47.0	37.5	14.2	1.3	23.1		
Female	443	98.7	29.5	44.5	21.5	4.5	34.8		
Racial/Ethnic Group									
White	450	98.2	30.9	41.2	24.4	3.5	38.7	Yes	Yes
African-American	332	98.5	46.3	41.9	9.7	2.0	18.1	Yes	Yes
Asian/Pacific Islander	14	100.0	38.5	38.5	23.1	0.0	23.1	I/S	I/S
Hispanic	32	87.5	59.3	22.2	14.8	3.7	18.5	I/S	I/S
American Indian/Alaskan	48	100.0	33.3	46.7	15.6	4.4	24.4	Yes	Yes
Disability Status									
Not Disabled	736	98.5	31.8	45.2	20.4	2.6	32.4		
Disabled	140	95.7	72.9	17.8	4.2	5.1	10.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	876	98.1	38.0	41.1	17.9	2.9	29.1		
English Proficiency									
Limited English Proficient	15	73.3	100.0	0.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	861	98.5	37.2	41.6	18.2	3.0	29.4		
Socio-Economic Status									
Subsidized meals	471	97.2	50.6	33.7	13.8	2.0	20.1	Yes	Yes
Full-pay meals	405	99.0	24.3	49.2	22.5	4.0	38.8		

Mathematics - State Performance Objective = 15.5%									
All Students	876	98.7	31.0	43.9	15.3	9.7	37.0	Yes	Yes
Gender									
Male	433	98.4	33.4	43.1	13.3	10.2	37.6		
Female	443	99.1	28.8	44.8	17.3	9.3	36.5		
Racial/Ethnic Group									
White	450	98.7	25.5	43.8	18.3	12.5	44.3	Yes	Yes
African American	332	98.5	37.2	45.6	11.1	6.0	28.5	Yes	Yes
Asian/Pacific Islander	14	100.0	15.4	53.8	23.1	7.7	61.5	I/S	I/S
Hispanic	32	100.0	55.6	22.2	14.8	7.4	22.2	I/S	I/S
American Indian/Alaskan	48	100.0	28.9	44.4	15.6	11.1	31.1	Yes	Yes
Disability Status									
Not Disabled	736	98.9	25.6	46.0	17.5	10.9	41.6		
Disabled	140	97.9	60.8	32.5	3.3	3.3	11.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	876	98.7	31.0	43.9	15.3	9.7	37.0		
English Proficiency									
Limited English Proficient	15	100.0	90.0	10.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	861	98.7	30.3	44.4	15.5	9.8	37.5		
Socio-Economic Status									
Subsidized meals	471	98.5	38.9	41.1	13.9	6.1	29.6	Yes	Yes
Full-pay meals	405	99.0	22.5	47.1	16.8	13.6	45.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	302	99.3	34.3	42.6	20.2	2.9	23.1
	Grade 7	264	99.2	40.7	45.5	12.6	1.3	13.9
	Grade 8	282	98.6	35.6	45.2	18.4	0.8	19.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	308	98.7	41.3	32.8	22.2	3.8	25.9
	Grade 7	312	98.1	35.6	49.0	14.0	1.4	15.4
	Grade 8	259	97.3	36.6	48.1	14.4	0.8	15.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	302	99.0	24.6	39.1	24.3	12.0	36.2
	Grade 7	264	98.9	35.7	43.5	13.9	7.0	20.9
	Grade 8	282	99.3	31.2	51.6	14.4	2.8	17.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	308	99.4	24.8	40.5	20.1	14.6	34.7
	Grade 7	312	99.0	36.7	43.2	11.9	8.2	20.1
	Grade 8	259	97.7	34.8	50.4	12.3	2.5	14.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 877)				
Students enrolled in high school credit courses (grades 7 & 8)	9.2%	Down from 21.7%	12.6%	14.6%
Retention rate	2.1%	Up from 1.8%	3.3%	3.0%
Attendance rate	95.9%	Down from 96.0%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%		6.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%		5.7%	5.3%
Eligible for gifted and talented	8.7%	Up from 6.1%	16.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.7%	Up from 14.5%	14.7%	13.9%
Older than usual for grade	3.4%	Down from 3.5%	4.2%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.9%	Up from 2.2%	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	44.4%	Up from 41.8%	45.2%	48.7%
Continuing contract teachers	83.3%	Down from 85.5%	85.7%	81.7%
Highly qualified teachers**	93.2%	N/A	91.7%	90.4%
Teachers with emergency or provisional certificates	7.8%		4.8%	5.3%
Teachers returning from previous year	83.8%	Up from 79.6%	86.1%	85.1%
Teacher attendance rate	94.5%	Down from 95.2%	95.1%	94.8%
Average teacher salary	\$39,714	Up 1.5%	\$39,836	\$40,566
Prof. development days/teacher	9.7 days	Down from 11.0 days	11.0 days	11.0 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	3.3
Student-teacher ratio in core subjects	24.7 to 1	Up from 22.1 to 1	21.0 to 1	21.3 to 1
Prime instructional time	89.7%	Down from 90.0%	89.0%	89.3%
Dollars spent per pupil*	\$5,523	Up 8.1%	\$5,656	\$5,821
Percent of expenditures for teacher salaries*	63.4%	Down from 65.7%	60.8%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	83.3%	Down from 86.4%	94.9%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	90.1%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was one of exciting professional growth and self-challenge for Castle Heights Middle School. As a new member of the Southern Regional Education Board and involved in the Making Middle Grades Work initiative, the school staff examined, evaluated, and revised existing instructional programs to continue a rigorous program, based on state standards, which also meets the unique needs of early adolescents. Within this evaluation, activities which address the transition of students to and from the middle program were also examined and improved. A full transition day for sixth graders was added and proved to be a positive experience for our newest students. Communication with high school staff members was increased to aid the transition to the high school.

Our literacy program concentrated on school-wide student writing and the promotion of recreational reading; the school-wide numeracy program addressed the importance of genuine student engagement and comprehension of basic skills. Students were encouraged through a Saturday mentoring program, an early morning "spring school," and a Saturday program for sixth graders that provided integrated and highly engaging remedial instruction. The health, social, and academic needs of the students were also addressed through Knight Time, the advisor-advisee period. During this period staff members and volunteers worked with students through a strong character education program, ongoing report card reviews, and academic assistance. An onsite inservice program focusing on planning for student engagement was held throughout the second semester for all instructional staff members.

Areas of challenge and focus for the 2005-2006 school year will include ongoing evaluation and improvement of the instructional program, improved student attendance, and improved school/community/home efforts. The school staff feels that much progress has been made in this last area and looks forward to the continued support and cooperation of its parents and community. Research initiated through the School Improvement Council and a resulting parent vote will support a new standardized dress code for students next year.

Castle Heights continues to be proud of its award-winning accomplishments. Currently the school holds awards as a Red Carpet School, is a long-time winner of the SC Healthy Schools Award, and has reapplied for SC Flagship School of Promise status. The combined efforts of students, staff, parents, and community that have created a long-time tradition of excellence, warmth, and effort will continue to support an outstanding school at our new building.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	54	233	97
Percent satisfied with learning environment	96.2%	65.7%	79.2%
Percent satisfied with social and physical environment	96.2%	71.0%	66.3%
Percent satisfied with home-school relations	80.4%	83.7%	75.8%

*Only students at the highest middle school grade level at this school and their parents were included.